Division of Innovation and Effectiveness
Office of School Transformation

2015-16 Challenge to Achieve Plan

Identification Status:	State Priority	
Year of cohort or identification:	3	
Date of submission:	6/25/15	
Is this a revision?	NO	
School:	Edmund A. Burns Elementary	
District:	Charleston County Schools	
Responsible Party	Print Name	Signature
Principal:	L. Lynn Owings	
Title I Coordinator or District Liaison:	Sonya Jones	
Superintendent:	Dr. Gerrita Postlewait	

School/District Information

School name:	**Edmund A. Burns Elementary**
School telephone number:	**843-745-7113**
School mailing address:	**3750 Dorchester Road, Charleston, SC 29405**
School website URL:	**Burns.ccsdschools.com**
Year current building was built:	**1948**
School district:	**Charleston County Schools**
Principal:	**L. Lynn Owings**
Number of years principal at school:	**3**
Number of principals in previous five years:	**3**
Superintendent:	**Mr. Michael Bobby (Acting Superintendent)**
Number of years as superintendent in district:	**9 months**
Number of superintendents in previous five years:	**1**
School Board of Trustees Chairperson:	**Ms. Cindy Coates**
Number of years as chairperson:	**5**
Number of members of School Board of Trustees:	**9**
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	**$60,000 with benefits**
Average salary of principals in district:	**$95,000**
Average salary of district-level administrators:	**Negotiated**

Background Information

| Intervention Statement | Provide a description of what indicators led to the identification of your school for intervention. | E.A. Burns Elementary School is a Title I school located in North Charleston, South Carolina. Burns Elementary serves 580 students in grades pre-kindergarten to 5th, with a poverty index of 98%. Our students live in the heart of North Charleston and many are exposed to traumatic life situations that impact their daily success at school. The population at Burns has historically struggled academically, with social-emotional coping strategies, and needed life skills. For the past several years Burns has had an absolute state report card rating of At-Risk, with some improvement in our growth rating for the past two years being scored at Average for 2013 and 2014.

Student leadership and decision making is in place through Positive Behavior Intervention and Supports (PBIS) and Personalized Learning. Even with the PBIS structures in place, students struggle to consistently demonstrate safe and responsible choices. Discipline data from the state report card indicates that for the 2013-2014 school year out-of-school suspension and expulsion rates increased from 22.78% to 24.05% from the previous school year. Many students are come out of class on a daily basis, miss days of school for unexcused reasons and accumulate excessive tardies, in addition to our high transient rate (approx 40%), which are factors that contribute to the students missing valuable and needed instructional time.

BES parents are not as actively involved in their children's education as they could be and are often lacking the educational strategies needed to support needed educational growth while at home. Communication is ongoing between school and home and collaboration with community agencies continues in an effort to provide assistance for specific student and family needs. |
|---|---|---|

| Description of Root Causes | Summarize data relative to the root causes of your school's underperformance. | Burns Elementary is designated as a Title 1 Priority school, since we are performing at the bottom 5% of all Title 1 schools in the state. Individual student data from Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) shows that 62% of students were reading off grade level in the fall of 2014 and math data indicates that 60% of our student population in fall of 2014 was working below grade level, which supports the need for increased intervention school-wide. Our SC PASS absolute rating has improved over the past years as follows: 2012-1.78, 2013- 2.01, 2014 -2.08, but is still significantly below the score needed to move out of the at-risk (Grade F) rating category. The 2014 PASS data shows that overall; in third and fifth grade we made gains in most content areas. Third grade showed improvement in math, science, and social studies, but had a slight decrease in ELA. For fifth grade, we made gains in ELA, science, and social studies, but decreased in math. Fourth grade varied by increasing in two of the four content areas including ELA and math, but did decrease in science and social studies. We can see a need to continue supports and interventions across grade levels and in all content areas.

We continue to strive to make great improvement towards meeting the school climate and teacher/administrator quality goals as indicated by climate data on the state report card. Overall for 2014, the teachers had the lowest ratings with only 50% of the teaching staff being satisfied with home-school relations. In 2014, the parents had a 76.7% satisfaction rating for the social and physical environment of the school, which was the category parents had the lowest satisfaction score for. In addition, we want to see a decrease in our out of school suspension and expulsion rate (24.05% in 2014) as well. For the 2014-2015 school year, we totaled 4,264 office discipline (minor and major) referrals. We know that with such a significant number of incidents and students being out of class this equal a loss of valuable instruction time, which negatively impacts the student's academic achievement scores and their overall success for developing into productive, respectful, and responsible citizens. |

Turnaround Principle 1: Strong Leadership

School and district leadership team creates a shared vision of student learning and school improvement, provides instructional leadership, ensures the right conditions for student learning and school improvement, and coordinates effective collaboration and communication among all school and community partners.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
The Leadership Team develops and promotes a coherent strategy and plan for implementing the school vision (school and classroom vision), which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.	Beginning: 08/15 Completion: 06/16	Leadership team , Teachers, ALL Staff	When asked, 90% of the school community demonstrates deep knowledge and understanding of the school's vision/mission and their role and responsibilities in accomplishing such.	* School vision and classroom mission statements posted and stated * School climate surveys * Administrative Walk-through data	Fall: Winter: Spring:
The Leadership Team uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment	Beginning: 08/15 Completion: 06/16	Administrators, SRO, Faculty and Staff	When behavior data and safety reports are reviewed, 80% of the school community demonstrates making responsible decisions (1 major referral or less per quarter) and 95% of all staff have full understanding of all required safety drills and procedures (school safety report).	*Administrative walk-through data – student engagement indicator *School climate surveys *School Discipline data *Teacher observation & evaluation data *Master schedules/School Safety Reports	Fall: Winter: Spring:
The Leadership Team/MTSS will meet monthly and focus on making decisions to improve instruction and student achievement.	Beginning: 08/15 Completion: 06/16	Administrators, Department Chairs, Coaches, Teachers	90% Staff will improve their understanding and involvement in the school MTSS and Leadership teams.	*Agendas, Minutes, and school improvement documents *Staff Studor survey results *MTSS data review	Fall: Winter: Spring:
The Leadership Team communicates high expectations to staff, students, and families, and supports students to achieve all expectations through faculty and parent handbooks.	Beginning: 08/15 Completion: 06/16	Leadership team, Teachers, ALL Staff, Parents, Parent Advocate	90% staff and 90% of families will improve their understanding of required student, teacher, and parent expectations through returned and signed handbook pages.	*Administrative walk-through data *School climate surveys *Parent focus groups *School staff, student, parent handbooks with signatures *Title 1 compacts	Fall: Winter: Spring:

The Leadership Team ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments and student instruction is differentiated using a personalized learning model.	Beginning: 08/15 Completion: 06/16	Administrators, Teachers, Coaches, ALL Staff	25%, 50% and 80% increase in observed use/implementation of differentiated and personalized learning instructional practices in classrooms.	*Administrative walk-through data *Common Assessments *Professional development plan *Grade & content level meeting agendas and minutes *PLC agendas and minutes *Data team agenda and minutes	Fall: Winter: Spring:

Turnaround Principle 2: Effective Teachers

School and district leaders focus on key areas related to leader and teacher development to improve teacher practice, and create and sustain high levels of learning and achievement for all students. Professional learning opportunities are data-informed to ensure their alignment with student and staff learning needs. A system is in place related to securing and sustaining effective support, evaluation and incentive processes.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement a comprehensive performance evaluation system (COTs, SAFE-T, GBE) to support and measure staff performance and its impact on student learning.	Beginning: 08/15 Completion: 06/16	Administrators, Coaches, Teachers	25%, 50% and 80% increase in observed use/implementation of research based instructional practices in classrooms	*Focus walk feedback data *Observation data * Coaching logs *Staff evaluations	Fall: Winter: Spring:
New teachers will participate in initial instructional training (curriculum, standards, framework, programs, etc.), Renaissance Learning, Personalized Learning and data management.	Beginning: 08/15 Completion: 06/16	Administrators, Coaches, Teachers,	Staff will increase the understanding school, district, and state standards, programs, and data management	*Focus walk feedback data *Observation data * Coaching logs *Staff evaluations	Fall: Winter: Spring:
All staff will engage in professional development related to the use of data, using assessments and writing an assessment policy.	Beginning: 08/15 Completion: 06/16	Administrators Coaches and support staff	All staff will increase their knowledge of tracking and using assessments.	Focus walk feedback data *Observation data * Coaching logs *Staff evaluations *Staff feedback Surveys *Mastery Connect	Fall: Winter: Spring:
Provide teachers with ongoing and focused professional development through Professional Learning Community (PLC) meetings, data analysis meetings, afternoon staff development sessions, and conference attendance and school visits.	Beginning: 08/15 Completion: 06/16	Administrators Coaches and support staff	PLC will conduct formative coaching with all staff throughout the year to increase rigor in the classroom.	Focus walk feedback data *Observation data * Coaching logs *Staff evaluations *Staff feedback Surveys	Fall: Winter: Spring:
Implement a school-based program for first through third year teachers (and other select teachers) to focus on classroom management, working with parents and best practices.	Beginning: 08/15 Completion: 06/16	Administrators Coaches and support staff	The team wills every first Thursday of the month to discuss celebrations and challenges at Burns.	Focus walk feedback data *Observation data * Coaching logs *Staff evaluations *Staff feedback	Fall: Winter: Spring:

				Surveys	
Staff will participate in targeted and job-imbedded professional learning as a Renaissance school to support the school improvement, Title I, and Challenge to Achieve Plans. Key focus areas will be on all core content areas aligned with Personalized Learning.	Beginning: 08/15 Completion:06/16	Principal, AP's, Coaches, ALL staff	Increase in teacher climate and Studor survey results	* School climate surveys * Professional development plan * Evaluations of PD providers * PD topics links to data from teacher observations	Fall: Winter: Spring:

Turnaround Principle 3: Redesign of Time for Learning and Collaboration

School time is redesigned to better meet student and staff learning needs specifically to increase time spent on instruction, increase time for teacher collaboration focusing on data-based decision making to improve teaching and learning, increase opportunities for extended learning time, and to provide time for professional learning.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
*Design and structure the master schedule to provide time for teacher collaboration in professional learning communities around student learning. In order to do this, full time special area teachers are needed to engage and teach students, while teachers have collaborative planning time, including the need for a drama instructor. A full time drama teacher will be a new position for Burns and will benefit the students by providing instruction and learning in the area of the Arts, which research shows will support social and academic development in the students.	Beginning: 08/15 Completion:06/16	Principal or designee	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	*Published schedule *Team agendas and summary notes *Lesson plans and teacher reports	Fall: Winter: Spring:
Develop and use a structure for scheduling data teams to regularly and systematically analyze data, form flexible grouping options for immediate feedback, remediation and acceleration, and implement the groupings on a regular basis.	Beginning: 08/15 Completion:06/16	Principal or designee, Coaches	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	*Published schedule *Team agendas and summary notes *Lesson plans and teacher reports	Fall: Winter: Spring:
*Utilize the math and literacy coaches, special education lead teacher, as well as the administrative team, to explicitly support teachers in targeted and effective instruction to address deficiencies on the PASS and ACT Aspire assessments.	Beginning: 08/15 Completion: 06/16	Principal, AP's, Coaches, Lead teacher	Increase in teacher climate and Studor survey results, in addition to seeing an increase in student scores on state standardized tests and on common assessments	*Professional development plans * School climate surveys * School focus groups * Studor Survey Results *State testing results	Fall: Winter: Spring:
Continue the Kaleidoscope and after school programs for homework help, tutoring, and enrichment experiences. Begin to provide school staff as a liaison to the Kaleidoscope program to communicate the power standards and areas of identified need.	Beginning: 08/15 Completion: 06/16	Kaleidoscope staff, school staff liaison, Principal	Increase in student enrollment in Kaleidoscope. Improvement in student achievement data as well as increase in staff communication between Kaleidoscope and school	*SCPASS, ACT Aspire, Common Assessment, MAP, *Kaleidoscope enrollment * teacher feedback survey	Fall: Winter: Spring:

			personnel.		
Implement year 2 of the WINGS program to focus on social-emotional learning to promote academic capacity. Begin to provide school staff as a liaison to the WINGS program to communicate the power standards and areas of identified need.	Beginning: 08/15 Completion: 06/16	WINGS staff, school staff liaison, Principal	Decrease in discipline referrals throughout school day, as well as an increase in staff communication between WINGS and school personnel.	*SWIS and Power School data reports *Teacher Feedback Survey * Discipline data	Fall: Winter: Spring:

Turnaround Principle 4: Aligned and Rigorous Instruction (curriculum, instruction and assessment)

The school/district develops and implements standards aligned curricula, instruction, and assessment practices, along with academic interventions, that are rigorous and intentionally designed to graduate students with world class knowledge, world class skills and the life and career characteristics needed to succeed in a 21st century global marketplace.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Employ research-based reading curriculum and instructional practices to teach reading and enhance the reading skills of students through targeted intervention. Associate reading teacher will be employed to improve Tier 1 classroom instruction by providing push-in guided reading supports and small group interventions.	Beginning: 09/15 Completion: 06/16	Principal, AP's, Coaches, Intervention Teachers, Classroom Teachers, Literacy and MTSS teams	10%, 20% and 50% increase of student reading and math performance	*Approved progress monitoring *Formative and summative assessment measures *State assessments	Fall: Winter: Spring:
Employ research-based math curriculum and instructional practices to teach math and enhance the math skills of students through targeted interventions. Math intervention teacher will be employed to improve Tier 1 classroom instruction by providing push-in math supports and small group interventions.	Beginning: 09/15 Completion: 06/16	Principal, AP's, Coaches, Math Interventionist, Teachers, Classroom Teachers, Literacy and MTSS teams	10%, 20% and 50% increase of student reading and math performance	*Approved progress monitoring *Formative and summative assessment measures *State assessments	Fall: Winter: Spring:
Implement Personalized learning via technology (all core content areas): 1) Deliver targeted and individualized practice to students based on needs identified by data 2) Enable students to link to real world experience, utilize higher order thinking, and develop problem-solving abilities.	Beginning: 08/15 Completion: 06/16	Principal, AP's, Coaches, Intervention Teachers, Classroom Teachers, Technology Ed tech support	10%, 20% and 50% increase of student reading and math performance	*Approved progress monitoring *Formative and summative assessment measures *State assessments	Fall: Winter: Spring:
Continue a school-wide focus on college readiness and awareness of post-secondary opportunities.	Beginning: 08/15 Completion: 06/16	Principal, AP's, Coaches, Teachers, Curriculum Committee, Counselors	100% participation in all college and career readiness activities	*Goal setting worksheets *College activity books *Decrease in school retention rate	Fall: Winter: Spring:

				* Career day and college week feedback forms	
Implement *Second Step* social skills curriculum. All stakeholders will explicitly teach goal setting, social efficacy, personal responsibility, as embedded into the curriculum and all activities.	Beginning: 08/15 Completion: 06/16	Principal, AP's, Coaches, Teachers, Guidance Counselors	100% implementation of Second Step in all classrooms (K-5) and a decrease in student referral data	*SWIS and Power School data *Classroom observation feedback (COTS, walk-throughs)	Fall: Winter: Spring:
Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	Beginning: 08/15 Completion: 06/16	Administrators, Coaches, Leadership Team, Teachers	Throughout the school year, teacher feedback from classroom observations and review of lesson plans will demonstrate 90% full implementation of varied instructional strategies and student engagement in all classrooms.	*Administrative walkthrough data * Informal and formal teacher observation feedback * Review of lesson plans * Examples of student work * Student surveys and interviews	Fall: Winter: Spring:
Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.	Beginning: 08/15 Completion: 06/16	Administrators, Coaches, Leadership Team, Teachers	25%, 50% and 80% increase in student achievement data as measured through SLO's, MAP, AIMs web, My IGDI's/DIAL 4 testing, rdg text levels, and/or common assessments.	* Content/grade level meeting agendas and minutes * Common assessments and rubrics * Data review of appropriate/required assessment(s)	Fall: Winter: Spring:

The team ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity and appropriate, needed teacher professional development is provided based on teacher observation feedback and analysis of student data.	Beginning: 08/15 Completion: 06/16	Administrators, Coaches, Assistant principals, Teachers Coaches	Throughout the school year, teacher feedback from classroom observations and review of lesson plans will demonstrate 90% full implementation of required SC standards based curriculum, and review of students data will show increased improvement throughout the school calendar year (as measured by MAP, SLO's, and text levels/CBM's).	*Administrative Walk-through data *Teacher observation & evaluation data *Review of lesson plans *Examples of student work with rubrics *Student achievement data review *Professional development plan *PLC agendas and minutes *Data team agenda and minutes	Fall: Winter: Spring:

Turnaround Principle 5: Data to Inform Instruction and Improvement

An assessment system is in place for collecting and analyzing relevant student performance data at the district, school and classroom levels and includes an early warning system to identify students who are struggling, then provide them with appropriate supports. Student achievement and progress toward school turnaround goals are monitored and used to inform school and district practices.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
*Conduct formative assessments (MAP, etc) to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels. (Assessment scheduling, monitoring, and data analysis will be lead by the school testing coordinator).	Beginning: 08/15 Completion: 06/16	Principal and Teams, AP's, School Testing Coordinator	10%, 20%, and 50% increase in number of students reaching established targets	*Formative assessment measures (MAP, etc) *State assessment	Fall: Winter: Spring:
Teachers will utilize weekly Teacher Curriculum Teams (TCT meetings) for collaborative planning and to consistently and explicitly analyze data and form grouping options to address standards.	Beginning: 08/15 Completion: 06/16	Administrators, Coaches, Teachers	10%, 20%, and 50% increase in number of students reaching established targets Decrease in areas of absenteeism and discipline referrals	*Power School and SWIS data *Common assessments *Flexible groups *TCT agendas and minutes	Fall: Winter: Spring:

Turnaround Principle 6: Student-Centered Environment and Climate

The district and school creates an environment that encourages adult relationships with students, and welcomes, encourages, and connects family and community partners to the school. The school environment is safe, disciplined, student-centered, and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Consistently implement the discipline policy through the use of PBIS and common SOP's.	Beginning: 08/15 Completion: 06/16	Administrators, teachers and other school staff, PBIS Leadership Team	25% reduction in disciplinary infractions for the year	Discipline referral data log (SWIS, Power School, review 360)	Fall: Winter: Spring:
Form a Parent Advisory Group to expand parental collaboration in the school governance structure; utilize the Parent Educator and Social Worker.	Beginning: 08/15 Completion: 06/16	Principal, Assistant Principals, All Staff, Parent Advocate, Social Worker, Communities in School, Parents, Community Members	Increase in parental involvement and understanding of expected students' behaviors and learning targets. Increase in return of parent feedback surveys and participation in SIC and Parent Advisory Groups.	*School climate surveys * Parent focus groups * School discipline plan * Student/parent handbooks * Posted behavior standards * Posted academic standard/rubrics * School mission, belief and vision statements	Fall: Winter: Spring:
Continue to provide professional learning for parents and community members.	Beginning: 08/15 Completion: 06/16	Principal, Assistant Principals, All Staff, Parent Advocate, Social Worker, Communities in School, Parents, Community Members	Increase in parental involvement and attendance at parent events (Parent Power sessions, Parent/teacher conferences, IEP/IPS meetings, etc). Increase in return of parent feedback surveys and participation in SIC and Parent Advisory Groups.	* Student/parent handbooks * Agendas and minutes from all parent meetings/sessions *Home/Parent communication log	Fall: Winter: Spring:
Provide CIS services in conjunction with the school district. CIS provides a full time school based representative, a full time family navigator (Links), a full time mental health counselor on campus, and many program initiatives including mentors, backpack buddies, financial assistance, and	Beginning: 08/15 Completion: 06/16		Increase students overall achievement in reading and math and decrease in student referrals. Provide direct family support to increase parental	* School climate surveys * Parent focus groups *Discipline referral data log (SWIS, Power School, review 360)	Fall: Winter: Spring:

social-emotional learning supports.			involvement and builds on community partnerships.	*Formative assessment measures (MAP, etc) *State assessment	
Continue to communicate high expectations for staff, students and families to maintain a culture that values learning and promotes the academic and personal growth of students and staff.	Beginning: 08/15 Completion: 06/16	Principal, Assistant Principals, All Staff, Parent Advocate, Social Worker, Communities in School Guidance, Mental Health, Social Workers	Increase in parental involvement and understanding of expected student's behaviors and learning targets. Increase in volunteers and community partnerships. Continue Positive Behavioral Interventions and Supports (PBIS) with a Personalized Learning approach Increase in number of students identified in the green zone for PBIS/climate and an overall decrease in student discipline/ referral data.	*Informal classroom observations * School climate surveys * School focus groups * School discipline plan/referrals * PLC agenda and minutes * Professional development plan * Volunteer Logs * PBIS and Personalized Learning walk through feedback	Fall: Winter: Spring:

Turnaround Principle 7: Family and Community Engagement

A family and community engagement plan ensures the active participation of families and community members in the life of the school. Two-way communication with families, community organizations, and businesses is ongoing to support student learning and success.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Increase communication with families and community: • Communicate grade-level/course expectations and individual student achievement • Utilize Power School parent portal. • Utilize agendas, phone contacts, and team meetings • Schedule parent visitations each grading period • Increase awareness of student bullying • Plan and implement Elementary to Middle School Summit for fifth grade students and parents	Beginning: 08/15 Completion:06/16	Principal, Leadership team, Teachers, parents,, counselors	Parent participation Community participation Middle School Readiness Decrease/increase in bullying	*Survey of random group of parents *Written communication to parents or family members, newsletters, conference logs * Discipline data * Student tracking in middle school	Fall: Winter: Spring:
Implement a (full-time) Parent Involvement Coordinator /Educator (under Title 1).	Beginning: 08/15 Completion:06/16	Leadership team, Community in schools	Community and parent participation Community events Parent power Increase student readiness to school Increase family atmosphere	*Survey of random group of parents *Community involvement *Written communication to parents or family members, newsletters, conference logs * Discipline data * Student tracking in	Fall: Winter: Spring:

				middle school	
Provide professional development to all staff, with the assistance of parents, in the value of contributions of parents, and in how to reach out to communicate and work with parents as equal partners.	Beginning: 08/15 Completion:06/16	Parent Workshops Peer Mediation Workshops Administrators Counselors Communities in Schools staff	Increase in parental involvement and understanding of expected students' behaviors and learning targets. Increase in return of parent feedback surveys and participation in SIC and Parent Advisory Groups.	*Attendance log *Signed parent notification letters *Increase parental involvement and awareness of students' academic success	Fall: Winter: Spring: